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Translanguaging and Metacognitive Instruction: Effects on Listening and Metacognitive Awareness in CFL Learners

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Abstract

This study examines the effects of integrating pedagogical translanguaging and metacognitive instruction on Thai university students' listening comprehension, metacognitive awareness, and attitudes in Chinese as a Foreign Language classroom. It investigates how multilingual scaffolding, particularly English, can support strategic listening when teachers and students do not share a first language. The study aims to enhance comprehension and learner autonomy through structured multilingual scaffolding. It also highlights the potential of English as a pedagogical bridge to foster comprehension and self-regulation in multilingual settings. An eight-week intervention was conducted with 36 second-year Thai students in an International Business Chinese program, using a framework informed by Lin's Multimodalities-Entextualization Cycle and Vandergrift's Metacognitive Pedagogical Sequence. A mixed-methods design was employed, with data collected through parallel Chinese listening tests, the Metacognitive Awareness Listening Questionnaire, attitudinal questionnaires, and interviews. Findings showed significant gains in listening performance and metacognitive awareness. Most students found translanguaging beneficial for understanding and applying strategies, though some expressed concerns about over-reliance on English and emphasized the need for balance. This study contributes to the pedagogy of Chinese as a foreign language by providing empirical support for the strategic integration of pedagogical translanguaging and metacognitive instruction. It recommends the balanced use of multilingual scaffolding to enhance listening development and foster learner autonomy in linguistically diverse classrooms.

Keywords: listening comprehension, metacognitive instruction, metacognitive pedagogical sequence, multilingual classrooms of Chinese as a foreign language, pedagogical translanguaging

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Introduction

With globalization and increased population mobility, multilingualism has become increasingly prevalent globally. English, often recognized as the first global language (Crystal, 2006), is pivotal in cross-cultural communication. As a lingua franca (ELF), it facilitates interaction in diverse linguistic environments, especially in higher education, where English frequently serves as the medium of instruction (Cenoz, 2017b; Bowles & Murphy, 2020).

In Thailand, English has long served as the primary foreign language and was designated the ASEAN lingua franca in 1967 (Kirkpatrick, 2010). It became a compulsory subject in the national curriculum from primary school in 2001 (Phothongsunan, 2019). In addition to the longstanding prominence of English in Thailand, the global rise of Chinese has positioned Chinese as a Foreign Language (CFL), making it an increasingly important alternative in the country's education system (Kanoksilapatham, 2011). However, Thai CFL learners often struggle with listening comprehension due to the complexity of spoken Chinese and the lack of effective listening strategies (Sukjairungwattana, 2024). This raises a critical pedagogical problem regarding how instructional design can effectively support listening strategy use and metacognitive awareness development in multilingual classrooms where teachers and students do not share a common first language.

Metacognitive instruction (MI) has emerged as a proven strategy for improving listening skills. By encouraging learners to plan, monitor, and evaluate their listening processes, MI enhances strategy use and metacognitive awareness (Shamsi & Bozorgian, 2024). However, MI's effectiveness depends in part on the instructional language. Traditional "Chinese-only" policies may restrict learners' cognitive engagement by excluding their broader linguistic resources (Wang, 2019). Although several studies have demonstrated MI's benefits (Tanewong, 2019; Zhang et al., 2022), few have examined how translanguaging, the dynamic use of multiple languages, can complement MI in CFL contexts.

Pedagogical translanguaging enables learners to draw on their full linguistic repertoires to connect prior knowledge with new input, thereby enhancing comprehension and participation (García & Wei, 2014; Cenoz & Gorter, 2015). However, many existing studies are based on classrooms where teachers and students share a common L1 (Muguruza et al., 2023), a condition often absent in Thai CFL classrooms. In multilingual educational contexts, English frequently acts as a shared second language. However, its strategic use in listening instruction, particularly when integrated with metacognitive instruction (MI), remains critically underexplored.

This study addresses this gap by introducing the notion of pedagogical English as a Lingua Franca (pedagogical ELF), the planned use of English within translanguaging to support listening strategy instruction. Drawing on Lin's (2016) Multimodalities-Entextualization Cycle (MEC) and Vandergrift's (2007) Metacognitive Pedagogical Sequence (MPS), the study examines how pedagogical translanguaging can be integrated with metacognitive instruction (MI) to support listening comprehension and metacognitive growth. It also investigates learners' attitudes toward

translanguaging in multilingual CFL classrooms where the teacher and students do not share a first language.

This study is significant in offering empirical evidence for integrating multilingual scaffolding, especially using English to support strategic listening development. It highlights how planned translanguaging can enhance comprehension and learner autonomy and provides practical implications for multilingual classrooms where traditional monolingual approaches may fall short.

Objectives of this study are to:

1. Explore the effects of integrating pedagogical translanguaging and metacognitive instruction on Thai CFL learners' listening comprehension;

2. Explore the effects of this integrating pedagogical translanguaging and metacognitive instruction on learners' metacognitive awareness;

3. Investigate learners' attitudes toward translanguaging in CFL listening instruction.

To achieve these aims, the study poses the following research questions:

1. To what extent does integrating pedagogical translanguaging and metacognitive instruction affect Thai CFL learners' listening comprehension?

2. To what extent does integrating pedagogical translanguaging and metacognitive instruction affect Thai CFL learners' metacognitive awareness?

3. What are learners' attitudes toward translanguaging in CFL listening instruction?

Literature Review

Metacognitive Instruction

Metacognitive instruction is pivotal in second and foreign language pedagogy, particularly in enhancing listening comprehension. Learners do not always transfer L1 listening strategies to L2 or L3 tasks (Wilson, 2008), and thus explicit strategy instruction is necessary to support self-regulated learning and comprehension monitoring. As a form of strategy training, metacognitive instruction fosters learners' ability to plan, monitor, and evaluate their comprehension of input (Peng et al. 2024).

Recent studies confirm the effectiveness of metacognitive instruction across diverse language contexts (Shamsi & Bozorgian, 2024; Vellanki et al., 2024; Robillos & Bustos, 2022;). While existing studies have primarily on instructional outcomes and procedures, limited attention has been given to the role of instructional language in multilingual classrooms. Particularly in CFL contexts, strategic mediation using English as a shared language could potentially enhance learners' uptake of metacognitive strategies, warranting further investigation.

Metacognitive awareness

Metacognitive awareness refers to an individual's ability to monitor and regulate learning processes. In the context of listening comprehension, metacognitive awareness allows learners to identify, apply, and adjust strategies based on contextual demands (Goh & Vandergrift, 2022). Strong metacognitive awareness fosters problem-solving, strategic engagement, and learner autonomy. The Metacognitive Awareness Listening Questionnaire (MALQ) developed by Vandergrift et al. (2006) assesses five factors: planning and evaluation, problem-solving, directed attention, personal knowledge, and mental translation.

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Research demonstrates that metacognitive instruction can enhance these subskills (Vellanki et al., 2024), although empirical findings regarding its effectiveness remain inconsistent. For example, Graham and Macaro (2008) reported limited improvement in planning, and Tanewong (2019) found no significant change in personal knowledge. These inconsistencies suggest that affective and contextual factors, such as language anxiety or unfamiliarity with instructional language, may mediate the effectiveness of strategy training (Mubarok & Nurindah, 2023; Harold et al., 2025)

Several scholars argue that translanguaging may mitigate these affective barriers by lowering anxiety and enhancing learner confidence (Dryden & Dovchin, 2021; Zam et al., 2025), particularly among lower-proficiency learners. In doing so, translanguaging may indirectly foster greater metacognitive engagement, especially in dimensions such as personal knowledge and mental translation, which are sensitive to learners' affective and linguistic comfort.

Listening strategies

Listening strategies are conscious and intentional actions learners use comprehend, interpret, and respond to spoken input. These include cognitive strategies (e.g., inference, summarizing), metacognitive strategies (e.g., planning, monitoring), and socio-affective strategies (Bao & Guan, 2025; Goh & Vandergrift, 2022). Adequate listening comprehension often depends on the ability to coordinate multiple strategies in real-time flexibly.

While the effectiveness of individual strategy types is well established in the literature, few studies have examined how instructional mediation, including the language of strategy instruction, influences learners' real-time strategy deployment. This is a crucial consideration in CFL contexts, where learners and teachers lack a common L1, and a shared L2, such as English, often serves as the medium of instruction. The current study addresses this gap by exploring whether pedagogical translanguaging using English can activate and support the strategic use of listening strategies during L3 Chinese listening tasks.

Metacognitive pedagogical sequence

As a concrete implementation of metacognitive instruction, the metacognitive pedagogical sequence (MPS) was developed by Vandergrift (2007), building on four key metacognitive processes: planning**,** monitoring**,** problem-solving, and evaluation. These recursive and interrelated processes guide learners to actively manage their listening comprehension and help them integrate multiple strategies while focusing on the process of listening. Research supports the effectiveness of MPS in enhancing both listening comprehension and metacognitive awareness (Echalico-Bermillo & Aradilla, 2024; Tan & Samad, 2024).

Despite evidence of its effectiveness, few studies examine MPS in multilingual classrooms, particularly with integrated translanguaging. The present study investigates how embedding translanguaging practices, primarily through English within MPS, can support learners' reflection, strategy use, and comprehension of complex Chinese input.

Pedagogical translanguaging

The concept of pedagogical translanguaging was introduced by Williams (1994) and later defined by Cenoz (2017a) as a teacher-planned integration of multiple languages to support learning. Li (2023) emphasizes its strategic function in reinforcing target language development by leveraging learners' full linguistic repertoires.

While prior research has shown its benefits in literacy and classroom interaction (García & Lin, 2014), most studies assume a shared L1 between teachers and students. In CFL contexts like Thailand, English often functions as a shared L2, yet few studies have explored how translanguaging via L2 interacts with listening instruction or strategic learning approaches.

Translanguaging has been associated with affective benefits such as increased confidence, reduced anxiety, and greater participation, particularly for lower-proficiency learners (Dryden & Dovchin, 2021; Robillos, 2023). Nevertheless, concerns persist that excessive reliance on translanguaging may impede target language development (Lin, 2016; Raja et al., 2022). Lin (2016) emphasizes that translanguaging practices should gradually decrease as learners' proficiency improves, yet remain strategically advantageous when dealing with complex concepts. Given that prior studies primarily examine translanguaging using learners' L1, little is known about learners' attitudes or cognitive engagement when translanguaging is mediated through a shared L2. The current study specifically investigates explicitly learners' perceptions and metacognitive engagement when translanguaging is facilitated through English in multilingual CFL listening instruction.

Translanguaging may enhance metacognitive functioning by allowing learners to articulate strategies, plan for input, monitor understanding, and evaluate comprehension across linguistic boundaries. By facilitating these metacognitive processes, translanguaging contributes to the development of higher-order cognitive control, particularly when combined with explicit instruction.

Multimodalities-Entextualization Cycle (MEC)

Drawing on a multilingual and multimodal perspective, the multimodalities-entextualization cycle (MEC) was developed by Lin (2015) with an emphasis on levering students' whole linguistic repertoire to enhance learning. The original design of MEC emphasizes supporting content learning by encouraging learners to strategically draw on their full linguistic and multimodal repertoires. These processes provide a recursive and scaffolded instructional cycle grounded in translanguaging and multimodal input. Although MEC was initially developed for CLIL and subject-based instruction, its structured stages provide valuable pedagogical guidance for strategy-based listening instruction. These stages are especially effective when integrated with metacognitive processes, as they draw on learners' linguistic and multimodal resources.

In the first stage, learners are introduced to the listening topic through multimodal inputs (e.g., images, videos, spoken discourse), often in English. They are encouraged to use languages they are most comfortable with, typically Thai or English, to activate prior knowledge through discussion. This stage aligns with the planning phase of the metacognitive pedagogical sequence, as translanguaging helps clarify task goals, activate schemata, and set listening intentions. It also allows teachers to model planning strategies and cognitively prepare learners for Chinese input.

In the second stage, learners process the listening material collaboratively. This stage corresponds to monitoring and problem-solving, where learners draw on Chinese, Thai, and English to comprehend, interpret, and organize input. Translanguaging is a scaffold for clarifying meaning, asking questions, and co-constructing understanding. These interactions support metacognitive behaviors such as checking comprehension, resolving difficulties, and adjusting strategies. Learners annotate, discuss, and reorganize ideas using their preferred languages to strengthen listening monitoring.

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In the third stage, learners synthesize and recontextualize their understanding using the language they feel most comfortable with. This corresponds to the evaluation phase, during which learners summarize, reflect on, and reconstruct their understanding. Translanguaging supports self-evaluation by helping the learner express reflections and clarify listening strategies used or adapted, reinforcing strategic awareness.

Overall, MEC provides a theoretical and practical framework that parallels the phases of metacognitive pedagogical sequence (planning, monitoring, evaluating), while offering a structured way to integrate pedagogical translanguaging to support learners' listening comprehension and self-regulation. This study applies MEC to CFL listening to scaffold students' metacognitive engagement through multilingual support across each stage of instruction.

While both metacognitive instruction and pedagogical translanguaging have shown substantial individual impacts on language learning, their combined use in CFL listening instruction remains underexplored, particularly in settings where a shared L2 (English) is leveraged as a teaching scaffold. Moreover, existing studies have not sufficiently addressed how translanguaging supports metacognitive processes, such as planning or self-monitoring in L3 (Chinese) listening. Nor have they comprehensively examined learner perspectives on such integration. This study seeks to fill these gaps by investigating the strategic use of English as a lingua franca to enhance listening comprehension and metacognitive awareness among Thai CFL learners, within a structured PTMI (pedagogical translanguaging and metacognitive instruction) framework.

Methods

This study adopted a sequential explanatory mixed-methods design with a quasi-experimental one-group pretest-posttest approach to investigate the effects of integrating pedagogical translanguaging and metacognitive instruction on Chinese listening comprehension and metacognitive awareness. Quantitative data were collected first, followed by qualitative data for further explanation. Listening performance was measured using pre- and post-tests, as well as metacognitive awareness with the MALQ. Attitudes toward translanguaging were explored through questionnaires and semi-structured interviews.

Participants

A total of 36 second-year students majoring in Business Chinese at a private university in Thailand were selected using a convenience sampling technique. All participants were native Thai speakers, with English as their second language and Chinese as their third. They were enrolled in the "Effective Chinese Listening" course at the time of the study. According to the Common European Framework of Reference for Languages (CEFR), all students had attained B1-level proficiency in Chinese. As part of an international program, the participants had prior experience attending courses conducted in English, demonstrating sufficient proficiency in English to follow instructional content.

Research instruments

HSK Chinese proficiency test

To assess listening comprehension, two parallel versions of the HSK Level IV listening test were administered before and after the intervention. These equivalent-form tests include 45

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items (10 true/false, 35 multiple-choice) and are scored out of 100. HSK IV corresponds to the CEFR B2 level (Teng, 2017).

Metacognitive Awareness Listening Questionnaire (MALQ)

The MALQ (Vandergrift et al., 2006) measures listeners' awareness and regulation of comprehension through 21 items on a 6-point Likert scale (1 = strongly disagree, 6 = strongly agree). It captures five factors: problem-solving, planning and evaluation, mental translation, personal knowledge, and directed attention. Six negatively worded items were reverse-scored. A validated Thai version (Khiewsod, 2016) was used, and pilot testing with 31 students yielded high reliability (Cronbach's $\alpha = .892$).

Attitude questionnaire

The questionnaire included 32 items: 5 demographic, 25 Likert-scale questions adapted from Moody et al. (2019) and Fang & Liu (2020), and two open-ended questions probing students' views on pedagogical translanguaging. It was administered post-intervention and translated into Thai to ensure participants' complete comprehension.

Semi-structured interview

Individual online interviews were conducted to explore students' attitudes toward pedagogical translanguaging. Six participants were purposively selected: two high scorers, two low scorers, and two with distinctive questionnaire responses. Interviews followed an open-ended protocol and were recorded, transcribed, and thematically coded for qualitative analysis.

Lesson plans

An eight-week lesson plan was designed using an instructional framework integrating the Metacognitive Pedagogical Sequence (MPS) and the Multimodalities-Entextualization Cycle (MEC). The MPS includes five stages: (1) pre-listening planning, (2) first listening and initial verification, (3) second listening and verification, (4) third listening and final verification, and (5) reflection and goal setting. These stages align with standard listening phases- pre-, during-, and post-listening and promote planning, monitoring, evaluation, and problem-solving to enhance metacognitive awareness.

The MEC component structured multilingual and multimodal scaffolds across these phases. Rather than introducing new theoretical content, it was a planning tool to embed pedagogical translanguaging consistently throughout instruction. Bilingual Chinese-English worksheets were integrated across all phases to support strategy use and comprehension. In the pre-listening phase, students activated background knowledge and planned strategies using multimodal input (text, images, video) and bilingual materials. This allowed them to set goals and make predictions in their preferred language. During listening, translanguaging and worksheet prompts supported real-time monitoring, verification of forecasts, and collaborative meaning-making. In post-listening, students engaged with incomplete and complete transcripts to cross-check their understanding and used their multilingual resources to reflect on challenges, evaluate strategies, and consolidate comprehension.

Procedures

The study was conducted over eight weeks in a Chinese Listening course during the first semester of the 2023 academic year. It involved five stages: a pilot study, pre-intervention assessments, pedagogical translanguaging intervention, post-intervention assessments, and qualitative data collection.

Pilot study and instrument refinement

A pilot study was conducted with 31 students who shared characteristics with the target participants. It tested the feasibility of the intervention and identified potential issues with the instruments. Based on the findings, necessary revisions were made to ensure validity and suitability for the main study.

Pre-Intervention Assessments

During the first class, students completed a listening proficiency test and the Metacognitive Awareness Listening Questionnaire (MALQ) to establish baseline scores for comparison with post-test results.

Pedagogical translanguaging intervention

The eight-week intervention followed a structured pedagogical sequence comprising pre-, while-, and post-listening activities. Bilingual materials and translanguaging strategies were consistently integrated throughout all stages of instruction.

In the pre-listening stage, students engaged with English-Chinese annotated texts, videos, or images to activate background knowledge, discussed content in their preferred language, and answered related questions in Chinese. During the listening phase, the students completed bilingual worksheets to confirm their predictions and interpret contextual cues. In the post-listening stage, students reflected on their listening process, re-listened for deeper understanding, and filled in Chinese transcripts using English annotations as support. This phase emphasized strategy evaluation and reinforced learning through translanguaging.

Post-intervention assessments

Upon completion, students took post-tests on listening proficiency and the MALQ. Additionally, students completed an attitude questionnaire to capture their attitudes toward the translanguaging experience.

Qualitative Data Collection

To complement the quantitative data, six online semi-structured interviews were conducted post-testing to explore students' attitudes toward translanguaging.

Data analysis

Descriptive and inferential statistics were employed to analyze the quantitative data. For HSK IV listening scores and MALQ, mean, standard deviation, and paired-sample t-tests assessed the intervention's impact. Attitude questionnaire results were summarized using mean, standard deviation, and percentages. Qualitative data were thematically coded to identify attitudes toward translanguaging.

Findings

This study examined the effects of integrating pedagogical translanguaging and metacognitive instruction on listening comprehension, metacognitive awareness, and student attitudes. Results are presented in three parts using both quantitative and qualitative data.

HSK Listening Test Results

The pre-test and post-test scores were analyzed to evaluate changes in listening proficiency following the intervention. According to Table One, the mean score increased from 67.89 (SD = 16.59) on the pre-test to 77.41 (SD = 14.79) on the post-test. The gain score of 9.52 points and a statistically significant p-value (p = 0.000, < 0.05) confirm a substantial improvement in students' listening comprehension.

Table 1. *Listening test scores (Pre- and Post-test)*

Students' Scores in the Listening Test	Total	Mean	SD	t	ρ (Sig.)
Pre-test	100	67.89	16.59	-6.48	.000
Post-test	100	77.41	14.79		
Gain Scores =9.52					

*p < .05

Metacognitive Awareness Listening Questionnaire Results

Table Two compares participants' pre-test and post-test scores on the overall MALQ. The mean score increased from 86.94 (SD = 7.79) in the pre-test to 90.77 (SD = 7.84) in the post-test. The statistically significant p-value (p = 0.000, < 0.05) indicates a meaningful improvement. These findings suggest that integrating pedagogical translanguaging and metacognitive instruction effectively enhances metacognitive awareness among Thai tertiary students.

Table 2. *MALQ overall scores (Pre- and Post-test)*

Students' Scores in the Listening Test	Total ($\bar{X}$)	Mean	SD	t	ρ (Sig.)
Pre-MALQ	126	86.94	7.79	-6.33	.000
Post-MALQ	126	90.77	7.84		
Gain Scores =3.83					

*p < .05

To evaluate the impact of the intervention, the study analyzed and compared results across the five factors of the Metacognitive Awareness Listening Questionnaire (MALQ). Table Three compares participants' pre-test and post-test scores in the problem-solving factor of the MALQ. An improvement was observed in the problem-solving factor of the MALQ, with mean scores rising from 29.08 (SD = 2.84) pre-intervention to 30.13 (SD = 2.56) post-intervention. With a

statistically significant p-value of 0.011 ($p < 0.05$), the results indicate a meaningful improvement in participants' problem-solving abilities.

Table 3. *MALQ Problem-solving scores (Pre- and Post-test)*

Students' Scores in the Listening Test	Total	Mean ($\bar{X}$)	SD	t	ρ (Sig.)
Pre-MALQ	36	29.08	2.84	-2.69	.011
Post-MALQ	36	30.13	2.56		
Gain Scores =1.05					

*p < .05

Table Four compares participants' pre-test and post-test scores in the planning-evaluation factor of the MALQ. While the mean score increased from 23.19 (SD = 2.96) to 23.86 (SD = 3.44), the p-value of 0.060 ($p > 0.05$) indicates that this difference was not statistically significant.

Table 4. *MALQ planning-evaluation scores (Pre- and Post-test)*

Students' Scores in the Listening Test	Total	Mean ($\bar{X}$)	SD	t	ρ (Sig.)
Pre-MALQ	30	23.19	2.96	-1.94	.060
Post-MALQ	30	23.86	3.44		
Gain Scores =.666					

*p < .05

Table Five compares participants' pre-test and post-test scores in the mental-translation factor of the MALQ. The mean score increased slightly from 6.77 (SD = 1.83) to 6.94 (SD = 1.85); however, the p-value of 0.404 ($p > 0.05$) indicates that this difference was not statistically significant.

Table 5. *MALQ Mental translation scores (Pre- and Post-test)*

Students' Scores in the Listening Test	Total	Mean ($\bar{X}$)	SD	t	ρ (Sig.)
Pre-MALQ	18	6.77	1.83	-.845	.404
Post-MALQ	18	6.94	1.85		
Gain Scores =.166					

*p < .05

Table Six compares participants' pre-test and post-test scores in the person-knowledge factor of the MALQ. The mean score increased from 9.05 (SD = 2.31) to 10.11 (SD = 1.99) after the intervention. A p-value of 0.000 ($p < 0.05$) indicates a statistically significant improvement.

Table 6. *MALQ person knowledge scores (Pre- and Post-test)*

Students' Scores in the Listening Test	Total	Mean ($\bar{X}$)	SD	t	ρ (Sig.)
Pre-MALQ	18	9.05	2.31	-5.012	.000
Post-MALQ	18	10.11	1.99		
Gain Scores =1.055					

*p < .05

Table Seven compares participants' pre-test and post-test scores in the directed-attention factor of the MALQ. The mean score increased from 18.83 (SD = 2.69) to 19.72 (SD = 2.54) after the intervention. A p-value of 0.002 (p < 0.05) indicates a statistically significant improvement.

Table 7. *MALQ directed attention scores (Pre- and Post-test)*

Students' Scores in the Listening Test	Total	Mean ($\bar{X}$)	SD	t	ρ (Sig.)
Pre-MALQ	24	18.83	2.69	-3.372	.002
Post-MALQ	24	19.72	2.54		
Gain Scores =.888					

*p < .05

Attitudinal Questionnaire Results

Students' attitudes toward translanguaging were explored through closed- and open-ended questionnaire responses, supported by interviews. Closed-ended results indicated generally positive attitudes. Most students strongly agreed that translanguaging was common in their Chinese listening class. They viewed it as a helpful tool for understanding listening materials and completing tasks (M = 4.468).

Regarding teachers' use of translanguaging, students reported strong support (M = 4.407), especially in assisting low-proficiency learners and giving clear instructions (M = 4.628). They also expressed positive views on their use of translanguaging, particularly in supporting participation (M = 4.657) and facilitating group discussions (M = 4.485). The open-ended responses echoed these positive perceptions. The most cited benefit was improved comprehension (47.76%), followed by support for multilingual development (17.91%) and smoother communication (8.96%). A few students also mentioned reduced anxiety (4.48%) and increased accessibility for less proficient peers (2.99%).

Despite the generally positive attitudes, the findings also identified some concerns. A minority of students expressed apprehensions that translanguaging could limit Chinese language development (10.45%), cause confusion in language usage (2.99%), or pose challenges for students with low English proficiency (2.99%).

Semi-structured Interview Results

To complement the questionnaire findings and gain deeper insights into students' attitudes toward translanguaging, six individual semi-structured interviews were conducted. The findings

largely confirmed the positive views expressed in the open-ended questionnaire, though some differences revealed more nuanced perspectives. After thematic analysis of the transcripts, key themes were identified and are presented below in detail.

Regarding positive attitudes, all responses highlighted the benefits of translanguaging in enhancing a deeper understanding of content and instruction:

"*Sometimes I don't understand everything in Chinese, so it's helpful to have English support… seeing the English meaning of unfamiliar Chinese characters helps me keep up with the lesson.*" (S4)

The participant expressed a preference for translanguaging, noting how it supported the simultaneous development of both Chinese and English proficiency:

"It helps us practice both English and Chinese at the same time. In our group, we naturally switch between Thai, Chinese, and English, which makes using English in class feel comfortable." (S5)

One participant expressed that using translanguaging reduces learning stress:

"Having materials in English makes me feel more comfortable and less pressured." (S2)

Some participants reported that translanguaging significantly enhanced their learning confidence by making the instructional content more accessible and easier to follow.

"Using English boosts my confidence by helping me confirm my understanding and identify any misunderstandings." (S3)

Although participants recognized the benefits of translanguaging, they also expressed negative attitudes toward its use in specific contexts. From the excerpt, almost all participants indicated a desire to transition to exclusive use of Chinese as their proficiency improved.

The excerpt that includes expressed that they would like to shift to exclusively using Chinese as their Chinese proficiency gradually increases:

"I don't want to use too much English because I'm afraid it won't be good. This is a Chinese class... If the goal is to develop Chinese proficiency, it's better to use only Chinese. In the future, when my Chinese is stronger, I would prefer to learn entirely in Chinese." (S6)

Discussion

This study investigated the effects of integrating pedagogical translanguaging and metacognitive instruction (PTMI) on Thai CFL learners' listening comprehension, metacognitive awareness, and attitudes. The findings indicate that PTMI offers cognitive and emotional benefits in multilingual classrooms where teachers and learners do not share a first language.

Effects on Listening Comprehension

The significant improvement in HSK listening scores demonstrates that PTMI effectively supports listening comprehension. This reinforces findings from Robillos (2023), Yuzlu and Dikilitas (2022), and Zhang and Jocuns (2022), who emphasized translanguaging's role in facilitating meaning-making. However, this study extends previous work by employing English as

a shared L2, rather than a common L1, showing that multilingual scaffolding can remain effective even without L1 support**.** This highlights translanguaging's adaptability in diverse linguistic contexts.

Furthermore, by integrating translanguaging with metacognitive instruction, the study contributes new evidence that strategic multilingual scaffolding not only aids comprehension but also promotes learner autonomy. This study shows that using a shared L2 within MI can effectively support comprehension of complex Chinese input. This aligns with Shamsi and Bozorgian's (2024) assertion that MI improves listening outcomes. The findings confirm that translanguaging, when integrated into MI, offers a viable alternative to monolingual CFL instruction, particularly in contexts where L1-based scaffolding is not feasible.

Effects on Metacognitive Awareness

Students demonstrated significant improved in overall metacognitive awareness, particularly in problem-solving, personal knowledge, and directed attention. These findings are in line with those of Shamsi and Bozorgian (2024) as well as Echalico-Bermillo and Aradilla (2024), providing further evidence for the effectiveness of metacognitive instruction in enhancing learners' ability to plan, monitor, and manage their listening comprehension. The improvement in problem-solving suggests that translanguaging helped learners access additional linguistic resources to interpret complex input, reinforcing the strategic use of comprehension strategies.

Directed attention also showed a significant improvement, consistent with the findings of Cenoz and Gorter (2022), suggesting that translanguaging may have supported learners in refocusing their attention when distracted. Additionally, personal knowledge was associated with reduced listening anxiety and enhanced self-confidence. In contrast to Tanewong's (2019) findings, which reported no such improvement, the present study revealed notable gains in this area. This divergence may be attributed to the practical support offered through translanguaging, whereby learners could draw upon familiar linguistic resources, fostering a greater sense of security and competence in managing listening tasks.

However, the planning and evaluation did not significantly improve, which is consistent with Graham and Macaro (2008), who argue that higher-level cognitive strategies require prolonged training. Similarly, mental translation showed no significant gains, reflecting prior research (Rivera et al., 2021) that suggests proficient listeners gradually rely less on translation. This also implies that translanguaging facilitated comprehension without reinforcing dependency on translation. Although this contrasts with Al-Khresheh and Alruwaili's (2021) recommendation to emphasize direct target-language interaction, it suggests that pedagogical translanguaging supported comprehension without hindering acquisition.

Students Attitudes Toward Translanguaging

Overall, students reported positive attitudes toward translanguaging, particularly valuing the use of English for input comprehension, task completion, and peer collaboration. Many

reported increased confidence and reduced anxiety, which not only supports Dryden and Dovchin's (2021) findings on enhanced participation among lower-proficiency learners but also aligns with Alzahrani (2019), who emphasized translanguaging's role in deepening comprehension and supporting learner autonomy in multilingual classrooms.

Building on these results, this study demonstrates that the emotional and cognitive benefits of translanguaging extend to L2-based scaffolding, not only L1 contexts. English functioned as a shared linguistic resource that enhanced inclusivity and engagement. These results align with Gabrys-Barker (2012) and Cenoz and Gorter (2021), who emphasize the dynamic interplay of multiple languages in third-language acquisition and highlight the value of leveraging learners' full repertoires.

Nevertheless, as learners' proficiency improved, some expressed concerns that excessive reliance on English could hinder their Chinese development. Yuksel et al. (2025) similarly observed a decline in students' use of English translanguaging as their Chinese proficiency increased. In EMI contexts, they further noted that higher-proficiency students tended to prefer direct engagement in the instructional language. These patterns are consistent with Raja et al. (2022) and Lin (2016), who caution that while overreliance on translanguaging may impede long-term development, its strategic use, particularly when dealing with abstract or complex content, remains pedagogically valuable as learners progress.

Conclusion

This study demonstrates that integrating pedagogical translanguaging and metacognitive instruction (PTMI) significantly improves Chinese listening comprehension and metacognitive awareness among Thai tertiary students. Students generally held positive attitudes toward translanguaging, recognizing its role in enhancing comprehension, supporting multilingual development, and reducing learning stress. However, challenges remain in multilingual classrooms where teachers and students lack a shared first language. Instruction via a shared second language requires sensitivity to students' proficiency levels, and it is essential to identify when translanguaging is beneficial or unnecessary for learning the target language.

Recommendation

Despite careful preparation, this study has several limitations. The one-group pretest-posttest design lacked a control group, limiting causal interpretation. The eight-week intervention may have been too brief for students to internalize metacognitive strategies fully. Although a mixed-methods approach was used, the qualitative data relied mainly on interviews, which may have constrained deeper insights into learning processes. Additionally, the study was conducted within a single private university, which may limit generalizability.

Future research should include control groups, extend the intervention period, and adopt more varied qualitative methods. Broader sampling across institutions and proficiency levels

would enhance validity and expand understanding of how pedagogical translanguaging and metacognitive instruction support language learning.

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